

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

n/a

Code of Laws:(MAX. 100 characters)

n/a

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methodologies of modern geography and the social studies to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography and social studies instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at the local, regional, national, and global scale.

Current annual objectives (2007-2008):

1. Pre-service: Conduct at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges.
2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) in fall 2007 for at least 15 students at USC ? Columbia.
3. In-service: Prepare for the 2008 Summer Geography Institute with an enrollment goal of 20.
4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.
5. In-service: Conduct at least 30 in-service workshops. Improve efforts to reach under-served and under-performing school districts.
6. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.
7. In-service: Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2008 with enrollment goal of 12.
8. In-service: Conduct Advanced Placement Human Geography technology workshop in Spring 2008 with enrollment goal of 10.
9. In-service: Conduct four workshops on African and African-American Histories and Geographies through SDE grant in fall 2007 and Spring 2008.
10. Materials development: Begin work on "Palmetto Places," a resource book for teaching the Five Themes of Geography for South Carolina studies in grades 3 and 8.
11. Materials development: Produce an updated "SC Population" classroom poster for fall 2007 distribution.
12. Materials development: Begin work on Global Positioning Systems curriculum and instructional CD.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The program activities for 2006-2007 were similar to those proposed for 2007-2008.

1. Pre-service: Maintain pre-service outreach by conducting at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges.

Status of goal: ACHIEVED.

40 workshops were conducted, including workshops at Benedict College and Claflin University.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) for at least 15 students at USC ? Columbia.

Status of goal: ACHIEVED.

18 students were enrolled.

3. In-service: Conduct 2007 Summer Geography Institute with an enrollment goal of 20.

Status of goal: PARTIALLY ACHIEVED.

Institute conducted, but with 12 participants enrolled.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 450 educators.

Status of goal: ACHIEVED.

Two Geofest conferences conducted with 497 participants attending.

5. In-service: Conduct at least 30 in-service workshops.

Status of goal: ACHIEVED.

32 workshops were conducted.

6. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

Status of goal: ACHIEVED.

23 presentations made, however, the number of attendees dropped from the previous year.

7. Materials development: Produce an updated "Map Folio" product on CD.

Status of goal: ACHIEVED.

2000 CDs printed and distributed; similar materials also now available online.

8. Materials development: Produce an updated "Weather and Climate" classroom poster for spring 2007 distribution.

Status of goal: ACHIEVED.

2000 posters printed and in continuous distribution.

9. Advanced Placement Human Geography Course (APHG) - prepare teachers to be highly qualified to teach geography.

Status of goal: UNDER DEVELOPMENT.

This goal/objective has been modified per teacher input. A requested workshop(s) devoted to geographic technology for APHG is being created in lieu of a full course.

10. Global Positioning Systems (GPS) - training students and teachers in geographic technology.

Status of goal: UNDER DEVELOPMENT.

Currently developing curriculum and instructional CD. The SCGA is also working to support GPS after-school club programs for students and families.

11. Geographic Information Systems Advanced Teacher Institute

The SCGA is developing an advanced one-week institute on geospatial technologies for teachers who have completed the Alliance Summer Geography Institute.

Status of goal: UNDER DEVELOPMENT.

An increase in EIA funding for 2007-2008 is making this institute possible. Anticipated workshop date is June 2008 with an enrollment goal of 12.

12. Geographic Information Systems and Remote Sensing Teacher/Student Training

The SCGA is working with the Center for GIS and Remote Sensing at USC to develop locally-based GIS and remote sensing instruction for students.

Status of goal: UNDER DEVELOPMENT.

This goal/objective has been modified to take advantage of a new opportunity. Clemson University is discontinuing its support of the popular "SC MAPS" curriculum. "SC MAPS" is a hands-on instructional package that utilizes remotely sensed images and aerial photography to teach science and social studies. The SCGA is working with Clemson to take over the program and update it. This will be a multi-year process that ties in with our original goal.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

All data referenced below refer to fiscal year 2006-2007.

Program Outputs include:

Pre-Service Workshops:

The SCGA offered 40 pre-service workshops at 18 different teacher-training institutions across South Carolina. Three pre-service courses offered by the University of South Carolina's Department of Geography were also supported by the SCGA. The SCGA exceeded its goal of 25 workshops, exceeded the enrollment goal for GEOG 561, and conducted workshops at Benedict College and Claflin University as part of an ongoing effort to reach students at Historically Black Colleges and Universities. See Table 1 in attachment.

In-Service Workshops:

The SCGA conducted 32 workshops at the school and district level. The number of teachers served, 972, was an increase of 57 from the previous year. An in-service course for graduate credit was offered at USC ? Columbia in June 2007. The SCGA exceeded its goal of 30 workshops (32 conducted), but fell short of its goal of 20 enrolled in GEOG R561. See Table 2 in attachment.

Conference Presentations:

SCGA staff and trained Teacher Consultants present sessions at professional meetings nationally and at the state level; 23 presentations were made during 2006-2007. The SCGA also conducts two professional development meetings (Geofest) in Columbia each February and August. The SCGA exceeded its goal of 450 Geofest participants and 10 conference presentations, however, attendance at professional conference presentations was lower than 2005-2006. See Table 3 in attachment.

Materials Development:

A "Weather and Climate" classroom poster was developed. 2,000 were printed and are routinely given to teachers at professional development workshops. This poster is used in support of several academic standards in both science and social studies. See Figure 1 in attachment.

A "Map Folio" CD of black outline master maps was produced. This product included South Carolina, United States, and World maps that could be printed, projected, or used on a 'Promethian' Board. 2,000 CDs were printed and all have been distributed; most of these maps are now also available on our website.

Outreach Trends:

Two of the SCGA major outreach components - Geofest Conferences and Pre-Service workshops - have remained fairly stable in numbers reached over the past six years. Conference session attendance was down this year, although the number of sessions made available increased. The reason for the attendance decrease is unknown. SCGA In-Service workshops continue to reach around 900-1000 teachers each year. A spike in attendance is noted in 2004-2005 when teachers were being introduced to the new Social Studies Academic Standards; a smaller upward trend is noticeable at present as teachers are seeking help with standards implementation. See Figure 2 in attachment.

Workshop Coverage in South Carolina:

The SCGA seeks to train teachers in all geographic areas of the state. Our outreach expanded in the Upstate this past year. We are working hard to reach districts in the Inner Coastal Plain (Hampton, Allendale, Orangeburg, Dillon, etc.). An aggressive program announcing our desire to help students and teachers in these areas has met limited success; we can only advertise our services, but the schools themselves must invite us in. These efforts are paying off slowly,

with a workshop finally scheduled in Hampton County this Fall 2007. See Figures 3 and 4 for our workshop distribution the past two years.

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

A number of quantitative and qualitative measures exist to describe the outcomes of this program.

1. Membership

The simplest outcome measure is Alliance membership. This number continues to grow as educators become aware of our workshops, materials, and course offerings. Many pre-service members join specifically to align themselves with a professional education organization as they begin their careers. We recognize that membership totals are a crude measure of success. These statistics do not indicate how members utilize our services or implement our materials. These increasing numbers do, however, indicate a level of satisfaction in what we do provide.

There are 10,228 SCGA members, an increase of 295 members over last year. This increase is noteworthy as the SCGA has culled nearly 500 inactive members from its rolls. This past year the SCGA served 2,646 educators with its workshops and conference presentations. See Figure 5 in attachment.

2. Workshop Attendance

Attendance figures, as discussed previously in this program report, indicate that we are successfully reaching large numbers of teachers on an annual basis. We would not be able to continue this progress if our primary product - specifically professional development for teaching geography and the social studies - was not of high quality and relevant.

3. Product Distribution

In addition to professional development, the SCGA creates classroom materials that fill instructional gaps, specifically materials related to teaching about South Carolina. For example, the SCGA has produced an atlas of South Carolina geared toward 3rd and 8th grade instruction. The SCGA has distributed over 17,000 copies of this standards-aligned teaching tool within the past two years. The enthusiastic reception of this product by teachers and district personnel, similar to that for our poster and CD-ROM series, suggests that the SCGA is making an impact on the education of South Carolina's students.

4. Academic Literature

An academic literature does exist to support the professional development and materials model employed by the SCGA. Tesenair (1998), in his assessment of SCGA programs, found that after SCGA training teachers were able to relate geography to other disciplines, move away from geography as just a 'subject', and were able to relate geography to real-life experiences. Furthermore, the vast majority of teachers believed that SCGA activities greatly benefited their professional development. A statistically significant number of SCGA trained teachers also were found to have a greater number of professional affiliations compared to a control group. We find this to be true today, counting SCGA trained teachers among the leadership of the South Carolina Council for the Social Studies, the National Council for Geographic Education, the South Carolina Council for History Education, and as a member of the Education Oversight Committee.

Participants in SCGA activities are motivated to assess their instruction, improve their instruction, and serve as leaders and models for other educators.

5. Evaluations

The effectiveness of SCGA activities is also evident in the evaluations by participants. From this past summer's Institute:

?All of the lectures and field trips were fantastic. They tied my ideas together and underscored the importance of geography and the need for a geographic focus in schools. Thanks for everything!?

?The field experience was awesome! There are so many things around that I never knew existed. The places we saw were amazing and great resources for teaching geography and social studies.?

Evaluations from a recent Geofest conference are also telling: participants scored all 40 sessions with an average rating of 4.3 out of 5.

6. Future Program Assessment Plans

Educational assessment is complex. A variety of factors - teacher quality and length of service, the prior preparation of the student, access to the right data, etc., among oth

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The Geographic Alliance requests attendee feedback for each of our workshops, courses, and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request.

No external evaluation of this program has been conducted.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes No